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ABSTRACT

Data from the pilot School Staffing Survey conducted by the United States Office of Education are reported. The report outlines what the public schools did in the fall of 1968 to provide specialized instruction to pupils with reading problems. Data came from a subsample of 456 elementary and secondary schools in a national survey of 700 public schools. It was found that 91 percent of the schools, with a larger proportion of elementary than secondary schools, indicated at least one pupil with a reading problem. About one-quarter of these schools did not provide any kind of specialized instruction to pupils with reading problems. Among the schools which did provide specialized instruction, access to specialized reading instruction was more common than any other staff specialties or services except nurses and librarians. However, the presence of separate classes for specialized reading instruction was much lower, and the assignment of staff to such instruction was very modest. Appendixes are included. (AW)

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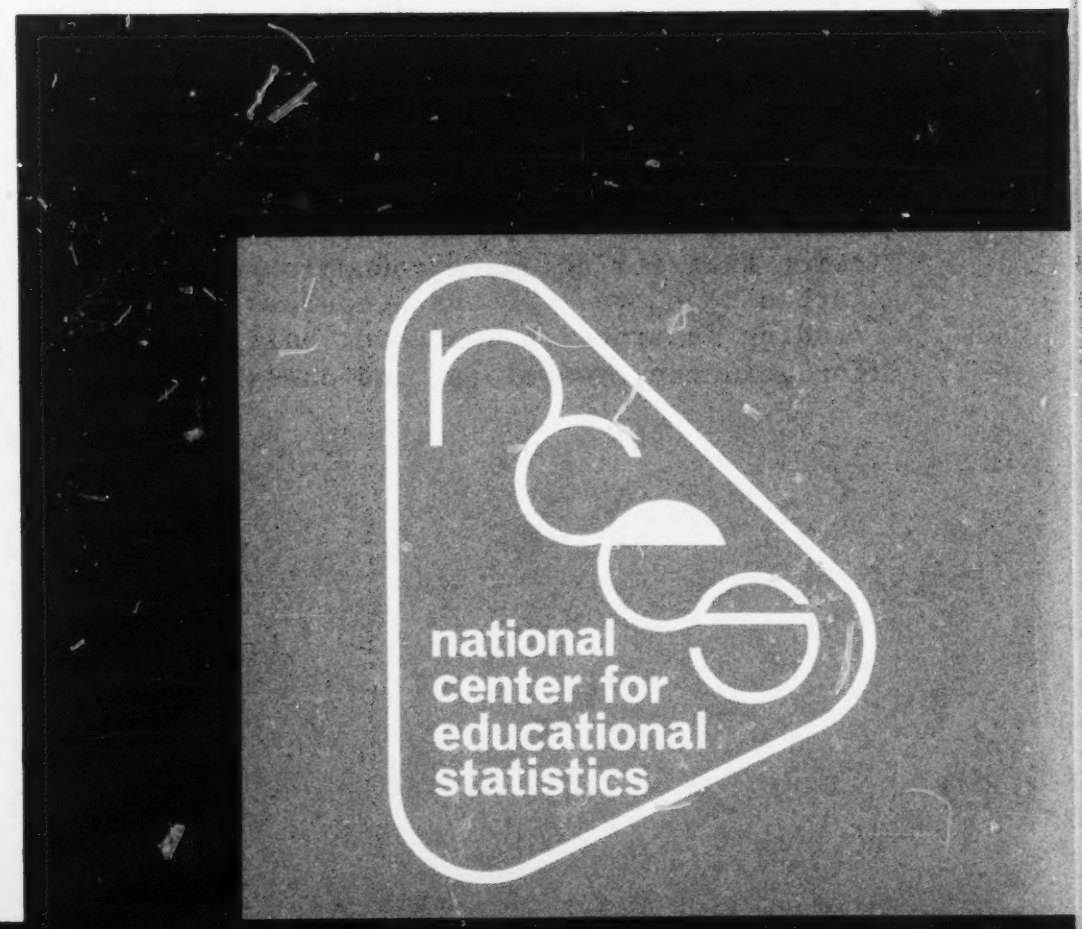
Specialized Reading Instruction in Public Schools Fall 1968



HIGHLIGHTS

1. Schools enrolling pupils with a reading problem--According to a sample survey, more than 90 percent of the public schools in the United States had at least one pupil with a reading problem in fall 1968.

2. Access to specialized reading instruction--Nearly 80 percent of the schools with at least one pupil with a reading problem had specialized reading instruction available.

3. Prevalence of specialized reading instruction--More schools had specialized reading instruction than any other type of staff service or specialist except nurses and librarians.

4. Locus of specialized reading instruction in the school--In almost half of the public schools, specialized reading instruction was provided only in separate classes. In a third of the schools, specialized reading instruction was provided in both separate and regular classes by regular classroom teachers. In the remainder of the schools, this instruction was provided in regular classes only.

5. Staff assignments to specialized reading instruction--About 250,000 of the 323,000 persons providing the specialized reading instruction were "regular teachers in regular classes." Only 16,000 taught specialized reading instruction in separate classes, full time, in one school. The full-time equivalents of the 72,000 persons assigned to specialized reading instruction in separate classes was 34,000.

6. Comparisons with other staff allocations--In elementary schools, the allocation of staff for reading instruction in separate classes was about the same as for physical education teachers and for librarians, over twice that for guidance counselors, but less than half that for kindergarten teachers. At the secondary level, the staff for specialized reading instruction was about half that for librarians, one-fourth that for guidance counselors, and one-sixth that for physical education teachers.

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SPECIALIZED READING INSTRUCTION IN PUBLIC SCHOOLS

Fall 1968

by
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U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

The data in this report are derived from the pilot School Staffing Survey, a cooperative project conducted by the U.S. Office of Education's National Center for Educational Statistics (NCES) and Bureau of Educational Personnel Development, with support from the National Center for Educational Research and Development. This survey, in part, provides statistical content for the Commissioner of Education's annual report on the education professions, which is required under section 503(b) of the Education Professions Development Act.

The survey was developed and directed by Leslie J. Silverman and A. Stafford Metz of NCES' Statistical Standards Staff, with the assistance of Jonathan Chang and the supervision of Boyd Ladd, Assistant Director for Statistical Development. The survey attained a very high response rate--95 percent overall--attributable in part to the support of the Committee on Educational Data Systems. Significant advice also came from the National Education Association's Research Division and others. The Office of Education is grateful to the many school principals who took time from their very busy days to complete the questionnaires. The collection and tabulation of data were carried out under contract by Westat Research, Inc., Rockville, Md.

Dorothy M. Gilford
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SPECIALIZED READING INSTRUCTION IN PUBLIC SCHOOLS

Introduction

This report outlines what the public schools were doing in fall 1968 to provide specialized instruction to pupils with reading problems. The treatment here is descriptive; it does not attempt to evaluate how well the schools or the pupils were doing or to prescribe what the schools should do.

Both the principle that every student has the right to read and the goal of fulfilling that right have been adopted nationally. To move effectively toward that goal, Federal programs and support will work largely through the local schools. As baselines to assist in measuring progress in marshaling resources for this purpose, this report focuses on the numbers of schools providing in different ways specialized reading instruction and the numbers of staff engaged in this instruction.

The data for this report come from a subsample (Form A) of 456 elementary and secondary schools in a national survey of 700 public schools conducted in May 1969 by the National Center for Educational Statistics. The survey is described in appendix B.

Most Schools Have Pupils With a Reading Problem

Of the approximately 83,000 elementary and secondary schools operated in fall 1968 by local public school systems in the contiguous United States, the surveyed indicated that 91 percent had at least one pupil with a reading problem.1/ A larger proportion of elementary than secondary schools reported pupils with reading problems, as follows:

	All schools 2/	Elementary schools	Secondary schools
Total	83,000	60,000	21,000
Percent with at least one pupil with a reading problem	91	92	86

The apparently "ideal" condition is that no pupils in the school have reading problems. To explore the characteristics of schools reporting this condition, the survey reports of such schools were extracted for individual scrutiny. Definitive answers cannot be given for all of these "no problem" schools, but some indications of their characteristics are available. Of these schools (approximately 9 percent), a small fraction had highly selective admission criteria based upon scholastic achievement. In these instances, a principal's report of "no pupil with a reading problem" sounds plausible. The remaining "no reading problem" schools, representing about 7 percent of the schools,

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NOTE: Footnotes are shown on page 7.

may include many in which the response simply does not usefully distinguish among pupils. In most of these cases the principal reported almost no pupils in his school to have an educational handicap or to be exceptional; i.e., no gifted pupils, no speech-impaired pupils, no emotionally disturbed pupils, etc.

In any event, the prevalence of "reading problems" was very generally pervasive; the great majority of schools need to make available specialized reading instruction in order to serve their pupils' educational needs.

Many Schools Do Not Provide Specialized Instruction to Pupils With a Reading Problem

Among the schools that did report at least one pupil with a reading problem, 77 percent had specialized instruction, as defined by the school principals, available to their pupils. Put another way, nearly one-fourth did not have any of the designated types of specialized reading instruction. A breakdown of the estimated numbers and percents follows:

	All schools 2/	Elementary schools	Secondary schools
Total with at least one pupil with a reading problem	75,000	55,000	18,000
Percent having specialized reading instruction available	77	79	81

Principals were asked to report availability of specialized instruction for their pupils regardless of whether in regular or separate classes in their own schools, in another school in the same district, in another school district through a cooperative arrangement, or from another agency. An estimated 17,000 public schools (or 23 percent) enrolled pupils with a reading problem but did not make available specialized reading instruction through any of these means. An estimated 2,000 additional schools provided access only through resources external to the school; i.e., through another school or school district or agency. The total number of schools, therefore, that provided no internal resources to these pupils was more than 19,000, or one-fourth of the total number of schools with at least one pupil with a reading problem. The data indicate that there was no significant difference between elementary and secondary schools in this regard.

It is reasonable to try to place these numbers of public schools, 17,000 and 19,000, in the context of resources generally found in schools. Following

is a comparison of the percent of schools providing access to various forms of special reading instruction and those providing access to selected other staff services:

Staff specialty	All schools 2/ (83,000)	Elementary schools (60,000)	Secondary schools (21,000)
Nurses.	88	88	88
Librarians.	72	64	91
ACCESS TO SPECIALIZED READING INSTRUCTION 3/.	70	73	70
REGULAR AND/OR SEPARATE CLASSES IN THIS SCHOOL FOR SPECIALIZED READING INSTRUCTION 3/.	68	70	69
Speech therapists	67	74	54
School psychologists.	63	68	54
Physical education teachers	63	49	99
SEPARATE CLASSES IN THIS SCHOOL FOR SPECIALIZED READING INSTRUCTION 3/	53	54	55
Guidance counselors	48	32	97

The data in this table indicate that access to specialized reading instruction was more common than any of the other staff specialties or services listed except nurses and librarians. Specialized reading instruction in the school had a somewhat lower rating but was in a similar position with regard to the other staff specialties. Separate classes for specialized reading instruction were least frequently reported and, with regard to other staff specialists, were followed only by guidance counselors. The frequency of all three measures of specialized reading instruction was similar for elementary and secondary schools, unlike the wide fluctuations shown for some of the staff positions, notably librarians, counselors, and physical education teachers.

By changing the base to those schools that provide some instruction to pupils with a reading problem, these same data can be utilized to compare the provision of separate classes with reliance upon regular teachers in regular classes. Nearly half of all schools reporting that they both (a) had pupils with this type of problem and (b) provided some instruction for them also stated that they provided this instruction solely through separate classes. An additional 30 percent offered such special classes in combination with the utilization of their regular classes. Thus, about three-fourths of all of these schools provided separate classes for pupils with reading problems. This pattern held for both elementary and secondary schools that provided specialized reading instruction, as shown in the percentage distributions in the following tabulation:

	All schools 2/	Elementary schools	Secondary schools
	(56,000)	(42,000)	(14,000)
Total.	100	100	100
Reading instruction provided only in regular classes by regular teachers	22	23	20
Reading instruction provided only in separate classes .	48	46	54
Reading instruction provided both in regular classes by regular teachers and in separate classes	30	31	26

The Assignment of Staff to Specialized Reading Instruction Is Very Modest

In the previous sections, the prevalence of the provision of specialized reading instruction was considered. Here, the number of professional staff with specialized reading assignments is considered.

To begin,an estimated 320,000 different persons provided specialized instruction in reading to pupils with a reading problem. Of this number, 251,000, or about three-fourths, were "regular teachers who provide specialized instruction to pupils in regular classes." The utilization of regular teachers for this purpose was reported by relatively more elementary schools than secondary schools. The estimated numbers of teachers were as follows:

	In all schools 4/	In elementary schools	In secondary schools
Total	323,000	263,000	58,000
Regular teachers in regular classes . .	251,000	214,000	36,000
Teachers in separate classes	72,000	49,000	22,000

As an important qualification, examination of the data suggests that 10 percent or more of the principals in the survey routinely reported their entire teaching staff (if an elementary school) or all language arts teachers (if a secondary school) as "regular teachers providing specialized instruction in regular classes." Thus, these principals reported, if an elementary school, the same numbers of self-contained classroom teachers and specialized reading teachers (in regular classes); if a secondary school, the same numbers of language arts and specialized reading teachers (in regular classes) were reported. To the extent that principals reported each self-contained classroom teacher or language arts teacher as being also a specialized reading teacher, these data are probably high estimates of staff providing such instruction, and the true number may be considerably smaller. Implied also is a lack of consensus among principals as to what constitutes a program of specialized instruction in reading. Better data on numbers of teachers involved will probably require much more detailed surveys with multiple questions to discriminate among types of activities in teaching reading.

Principals' reports about reading instruction in separate classes seem much less ambiguous. An estimated 72,000 different persons provided specialized instruction in separate classes. Only for 16,000 persons, however, was this assignment full time in a single school. Twice as many persons (about 32,000), although working full time in a single school, had another assignment in addition to specialized reading instruction in separate classes. In other words, about two-thirds of these teachers did not specialize exclusively in the teaching of reading. Although perhaps specialists by training or experience, they were not utilized as specialists in the school.

An additional 24,000 persons who taught reading in separate classes worked in the school only part time. Most of them, about 22,000, had this as their only assignment in the school.

A summary of the numbers of teachers providing specialized instruction in reading in separate classes follows:

	In all schools 4/	In elementary schools	In elementary schools
Total:	72,000	49,000	22,000
Full time in one school and:			
Taught only reading	16,000	10,000	5,000
Had one or more other assignments	32,000	18,000	14,000
Part time in one school	24,000	21,000	3,000

As calculated from the principals' reports, the specialized reading instruction provided by these 72,000 teachers was the equivalent of 34,000 full-time teachers of reading. A comparison of full-time-equivalent teachers of specialized reading (in separate classes) with other staff specialists follows:

	In all schools 4/	In elementary schools	In secondary schools
Teachers of separate remedial reading classes	43,000	23,000	11,000
Physical education teachers	92,000	26,000	65,000
Kindergarten teachers	55,000	55,000	NA
Guidance counselors	53,000	9,000	44,000
Librarians	41,000	20,000	21,000

NA Indicates not applicable.

In elementary schools, the allocation of staff for reading instruction in separate classes was about the same as for physical education teachers and for librarians, over twice that for guidance counselors, but less than half that for kindergarten teachers. At the secondary level, the staff for specialized reading instruction was about half that for librarians, one-fourth that for guidance counselors, and one-sixth that for physical education teachers.

Footnotes

1. The numbers of pupils with reading problems were determined by the principals; the definition given for their guidance was as follows:

   "Pupils with reading problems are pupils (not mentally retarded) whose reading performance is sufficiently below grade level to require specialized attention if these pupils are to catch up and keep up with the normal pace of reading instruction for pupils in their grade. The estimate may be based either upon standardized diagnostic testing if your school conducts a program of diagnosis or upon teachers' reports." Instructions and Definitions, Form A, OE No.: 2313.

2. Combined schools, with both elementary and secondary grades, are included in the total but not in the detail by school level.

3. For the sake of uniformity, these percentages are based on all schools. If percentages were based on only those schools having one or more pupils with a reading problem, the percents would be slightly larger.

4. Staff in combined schools, with both elementary and secondary grades, are included in the total but not in the detail by school level.

Appendix A

SOURCE TABLES

Table 1.--Number and percent of all public schools, those having at least one pupil with a reading problem, and those with specialized reading instruction available, by level of school: 48 contiguous States and D.C., fall 1968

	All schools [1]		Elementary schools		Secondary schools	
	Number	Percent	Number	Percent	Number	Percent
Total schools	82,900	100.0	59,600	100.0	21,000	100.0
No pupils with a reading problem	7,600	9.2	4,600	7.7	3,000	14.3
At least one pupil with a reading problem	75,200	90.8	55,000	92.4	18,000	85.8
No specialized reading instruction available	17,000	20.5	11,500	19.3	3,400	16.0
Specialized reading instruction available	[2] 58,300	[2] 70.3	[2] 43,500	[2] 73.0	[2] 14,600	[2] 69.7
In this school	56,100	67.7	41,600	69.8	14,400	68.7
In another school district through a cooperative arrangement	(3)	(3)	(3)	(3)	(3)	(3)
In another public school in this district	5,800	7.0	4,900	8.2	900	4.2
From another agency	4,100	5.0	3,600	6.1	500	2.3

1/ Combined schools, with both elementary and secondary grades, are included in the total but not in the detail by school level.

2/ The detail below sums to more than this subtotal because some schools made available to their pupils instruction from more than one of these sources.

3/ Estimates are less than 1.0 percent and are too small to report.

NOTE.--Detail may not equal total due to rounding.

Table 2.--Number and percent of the public schools having at least one pupil with a reading problem and those with specialized reading instruction available, by level of school: 48 contiguous States and D.C., fall 1968

	All schools 1/		Elementary schools		Secondary schools	
	Number	Percent	Number	Percent	Number	Percent
Total schools with one or more pupils with a reading problem	75,200	100.0	55,000	100.0	18,000	100.0
No specialized reading instruction available	17,000	22.5	11,500	20.9	3,4000	18.7
Specialized reading instruction available	2/58,300	2/77.5	2/43,500	2/79.1	2/14,600	2/81.3
In this school	56,100	74.6	41,600	75.6	14,400	80.1
In another school district through a cooperative arrangement	(3/)	(3/)	(3/)	(3/)	(3/)	(3/)
In another public school in this district	5,800	7.7	4,900	8.9	900	4.9
From another agency	4,100	5.5	3,600	6.6	500	2.7

1/ Combined schools, with both elementary and secondary grades, are included in the total but not in the detail by school level.

2/ The detail below sums to more than this subtotal because some schools made available to their pupils instruction from more than one of these sources.

3/ Estimates are less than 1.0 percent and are too small to report.

NOTE.--Detail may not equal total due to rounding.

Table 3.--Number and percent of the public schools having at least one pupil with a reading problem and the specialized reading instruction provided in the school, by level of school: 48 contiguous States and D.C., fall 1968

	All schools 1/		Elementary schools		Secondary schools	
	Number	Percent	Number	Percent	Number	Percent
Total	75,200	100.0	55,000	100.0	18,000	100.0
No specialized reading instruction in this school	19,100	25.4	13,500	24.4	3,600	19.9
Specialized reading instruction in this school	56,100	74.6	41,600	75.6	14,400	80.1
From regular teachers in regular classes (only)	12,400	16.5	9,500	17.2	2,900	16.1
From special teachers in separate classes (only)	27,000	35.8	19,100	34.7	7,800	43.4
Both from regular teachers in regular classes and from special teachers in separate classes	16,700	22.2	13,000	23.6	3,700	20.6

1/ Combined schools, with both elementary and secondary grades, are included in the total but not in the detail by school level.

NOTE.--Detail may not equal total due to rounding.

Table 4.--Number and percent of the teachers providing specialized instruction to pupils with a reading problem, by level of school: 48 States and D.C., fall 1968

	In all schools 1/		In elementary schools		In secondary schools	
	Number	Percent	Number	Percent	Number	Percent
Total teachers	322,300	100.0	263,200	100.0	58,200	100.0
Regular teachers (in regular classes)	250,800	77.8	213,800	81.2	36,100	62.0
Special teachers (in separate classes)	71,600	22.1	49,400	18.8	22,100	38.0
Full time in one school	47,500	4.7	28,100	10.7	19,300	33.1
With only this assignment	15,500	4.8	10,200	3.9	5,200	9.0
With 2 or more assignments	32,000	9.9	17,900	6.8	14,100	24.1
Part time in one school	24,100	7.4	21,200	8.o	2,800	4.9

1/ Teachers in combined schools, with both elementary and secondary grades, are included in the total but not in the detail by school level.

NOTE.--Detail may not equal total due to rounding.

Appendix B

TECHNICAL APPENDIX

Sample Design

The sample for this 1969 pilot survey was designed to provide field experience in a variety of areas and schools. It was not designed with primary regard to statistical efficiency for making national estimates from the survey, as was the subsequent 1970 survey. The 1969 survey was based on a sample of public schools from local school systems having total enrollment in fall 1967 of 300 or more pupils. (School systems having enrollment under 300 accounted for less than 2 percent of fall 1967 enrollment.) School systems in Alaska and Hawaii were also excluded from the universe.

All school systems included in the survey were stratified according to whether the central office address was in a city with 1960 population of 100,000 or more ("large city") or outside of the large cities.

Large City Systems. For the sample of schools from large city school systems, the city was treated as a stratum for sampling. There were 129 large cities in the 48 States and D.C. covered by the sample. Two of these were served by a single system and were therefore treated as a single stratum. Thus, there were 128 strata of large cities. Two elementary schools and two secondary schools were selected from each city-stratum by systematic random sampling. Distinctions between systems within one city were ignored in this sampling. Two forms designated as Form A and Form B were to be used in the survey. Correspondingly, one elementary school and one secondary school were randomly assigned for the use of Form A in the survey, the other member of the pair being assigned for Form B.

Systems Outside Large Cities. The sample of schools from systems outside the large cities was selected as a two-stage sample. At the first stage, a sample of 100 systems was randomly selected. One elementary and one secondary school were to be chosen at random from each of these systems. Because some of the selected systems did not operate secondary schools, additional systems were randomly selected, and one secondary school randomly sampled per system, until a total sample of 100 secondary schools was obtained.

Summary. The allocation of the school sample over the strata is summarized in the table below.

	Location of system and level of school			
	In large cities		Outside large cities	
	Elementary	Secondary	Elementary	Secondary
Number of systems:				
Population	128	128	11,108	9,987
Sample	128	128	100	100
Number of schools in:				
Population	9,122	2,583	50,475	18,426
Sample:				
Total	256	256	100	100
Form A	128	128	100	100
Form B	128	128	00	0

Sampling Reliability of Estimates

Since the estimates in this report are based on only a sample of schools, they are subject to sampling variability. As a guide to users of the data in this report, approximate standard errors for estimates shown in the report are presented in this appendix. For this survey, the standard error is a measure of sampling reliability such that the chances are about 2 in 3 that the difference between the published estimate and the results that would have been obtained from a complete census of all schools, using the same procedures, would be less than the limit of error specified. The chances are about 19 in 20 that the difference would be less than twice the limit of error specified.

Standard Errors for Estimated Percentages or Numbers of Schools. Table A presents approximate standard errors for estimates of the percentage of schools, by level of school, having a given characteristic. For example, table A shows for an estimate that 5 percent of elementary schools have a given characteristic, the approximate standard error of the estimate is 2.7 percent. Then, the chances are about 2 in 3 that the difference between the survey estimate of 5 percent and the results of a complete census of all schools, using the same procedures, would be less than 2.7 percent. The chances are about 19 in 20 that the difference would be less than 5.4 percent. The standard error of 2.7 percent represents a coefficient of variation, or measure of relative error, of 54 percent [(2.7÷5.0)x100].

The measures in table A may be interpreted in terms of estimates of numbers of schools, and their standard errors, by multiplying the percentages and standard errors by the base of the percentage shown in the table. For example, an estimate that 5 percent of elementary schools in all areas have a given characteristic would correspond to an estimate that 2,980 elementary schools have the characteristic (5 percent of 59,600). The standard error of 2.7 percent would correspond to a standard error of 1,609 schools (2.7 percent of 59,600).

Table A: Standard error of the estimated percentage of schools having (or not having) a specified characteristic, by level of school 1/

Estimated percentage of schools	All schools	Level of school: Elementary schools	Level of school: Secondary schools
	Standard error (percentage points)		
2 or 98	1.4	1.4	1.3
5 or 95	2.2	2.7	2.4
10 or 90	2.9	3.7	3.5
25 or 75	4.1	4.8	4.7
50	4.7	6.3	5.7
Base of percentage 2/	80,610	59,600	21,010

1/ The standard errors shown are approximate measures of sampling reliability. See preceding discussion.

2/ Number of schools.

Standard Errors for Estimated Numbers of Teachers. Table B presents approximate standard errors for estimates of the number of teachers, by level of school. Estimates of the percent of teachers are subject to slightly smaller relative errors.

Table B: Standard error of the estimated number of teachers, by level of school 1/

Estimated number of teachers	All schools	Level of school: Elementary schools	Level of school: Secondary schools
2,500	1,100	1,100	1,100
5,000	1,600	1,600	1,900
10,000	2,600	2,700	3,300
25,000	6,000	5,500	7,300
50,000	8,700	9,800	13,000
100,000	15,000	18,000	NA
250,000	32,000	38,000	NA

1/ The standard errors shown are approximate measures of sampling reliability. See preceding discussion.

NA Indicates not applicable.

Variation From Sources Other Than Sampling

In addition to sampling variability, the survey estimates are also subject to reporting error and biases in response as well as processing error which would affect a survey of all schools as well as a sample survey. The effects of these are not completely reflected in the measures of sampling reliability just presented. A number of steps were taken in the survey aimed at minimizing the impact of such nonsampling error.

School Nonresponse. To the extent to which schools which do not respond in a survey differ from those which do, there is an unknown bias in the estimates for all schools which may be serious if the rate of nonresponse is high. In this survey, a high rate of cooperation from schools was achieved, as indicated by the following table of response rates:

	Location of system and level of school			
	In large cities		Outside large cities	
	Elementary	Secondary	Elementary	Secondary
Form A	95.3%	93.0%	96.0%	92.0%
Form B	99.2%	91.4%	--	--
Forms A and B	97.3%	92.2%	96.0%	92.0%

Item Nonresponse. Steps were also taken to keep at a low level missing responses for items on the questionnaires from schools which cooperated. As a result of these efforts the nonresponse rate is less than 1 percent for almost all items.

Quality of Reported Data. The steps taken to identify and deal with situations likely to give rise to poor quality of data may be illustrated in many ways and at all phases of the survey process. Interviewers, for example, were used to elicit information personally from over half of the respondents. On completion of the questionnaire, the interviewer performed a preliminary edit of responses for completeness, accuracy, and consistency. Also, the interviewer and respondent completed an evaluation form which probed into possible problems in understanding of the meaning of any of the key items or in obtaining reliable data for a response. Some weak items were subsequently dropped from the analysis based on the evidence of this evaluation. Prominent among these was the identification of programs in schools which were or were not supported by Federal funds; many principals were unable to identify programs with funding sources.

Each completed form was given a full edit by at least one survey specialist. A number of items were designated as "call" questions; the principal was to be reinterviewed by telephone if any one of these questions was found to be answered in contradiction to or in some way inconsistent with other responses.

Also, members of the NCES professional staff and consultants visited personally 14 responding schools and interviewed the respondents in depth. These case studies were undertaken because their reports indicated that the schools were especially atypical in some regard. For example, one elementary school in the Midwest reported that more than half the pupils who completed the school year there did not begin the school year in that school. It was important to verify this report; as a "bonus," it was also possible to find out how the school attempted to deal with its large, unstable pupil membership.

Comparable cautions were exercised with the coding, key punching, and each of the several phases of electronic data processing.

Finally, estimates from the School Staffing Survey were compared with estimates from other sources. In this regard, for example, counts of full-time equivalents (FTE's) of staff members estimated from the School Staffing Survey compare very well for nine different positions with estimates of FTE's from NCES' ELSEGIS for the same positions, based on reports for the same year from a sample of about 1,400 school districts.

Questionnaire Items

Data in this report derive from the following items which were included in Form A of the 1969 School Staffing Survey.

The following questions relate to the staffing of this school to meet the needs of a special group of pupils. If your school enrolls no pupils of this special classification, merely record a "0". Exclude volunteer staff.

11. In fall of 1968 how many PUPILS WITH READING PROBLEMS were enrolled in this school?

_____ PUPILS WITH READING PROBLEMS

(Note: If your reponse is "none" or "0", skip to Q. 12.
If your reponse is any number of pupils, continue with 11 A.)

A. Is specialized instruction provided for the PUPILS WITH READING PROBLEMS enrolled in this school from any of the following?

	Yes	No
Another school district through a cooperative arrangement.....	( )	( )
Another public school in this school district	( )	( )
From another agency.....	( )	( )

B. Is specialized instruction provided in this school for PUPILS WITH READING PROBLEMS enrolled in this school..... Yes ( ) No ( ) Skip to Q. 12)

C. Is specialized instruction available from <u>regular</u> teachers in <u>regular</u> classes..... ( ) (( ) Skip to Q. 11E)

D. How many of the regular teachers provide specialized instruction in regular classes to PUPILS WITH READING PROBLEMS..... _____teachers

E. Is specialized instruction available in <u>separate</u> classes for PUPILS WITH READING PROBLEMS..... ( ) (( ) Skip to Q. 12)

F. Of the regular or itinerant staff assigned to this school, how many in each of the categories below are assigned to provide specialized instruction in <u>separate</u> classes for PUPILS WITH READING PROBLEMS?

	Number of persons	FTE's for time spent in instruction of PUPILS WITH READING PROBLEMS
(1) Employed full time in this school and have no assignment other than for instruction of PUPILS WITH READING PROBLEMS.....	_____	_____
(2) Employed full time in this school; have two or more assignments including instruction for PUPILS WITH READING PROBLEMS.....	_____	_____
(3) Employed part time in this school and have no assignment in this school other than for instruction of PUPILS WITH READING PROBLEMS.....	_____	_____
(4) Employed part time in this school; have two or more assignments in this school including instruction for PUPILS WITH READING PROBLEMS..	_____	_____
Totals.....	_____	_____